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ABSTRACT

A model of preservice teacher education for second language instruction that (1) emphasizes the relationship between theory and practice in the classroom and (2) brings practicing elementary and secondary school teachers and teacher educators together to train new teachers is presented. The program is implemented in three coordinated courses at the University of Maryland, College Park. Components of the model and of the course sequence are outlined here, including: a list of program features and expectations; lists of sample student activities to fulfill course objectives; descriptions of student portfolio content requirements; objectives and expectations of the student teacher/teacher educator relationship; notes of elements of effective teaching and classroom interaction; and a motivational note to new teachers. Appended materials include a photocopied article on reforming teacher education and sample certificates for completion of the program. Contains 14 references. (MSE)

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TEACHER PREPARATION: A Team Approach

Dr. William E. De Lorenzo

Pat Barr-Harrison

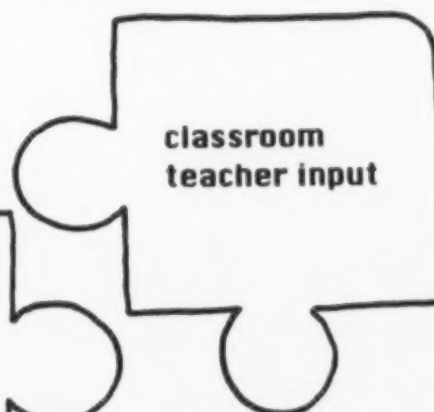
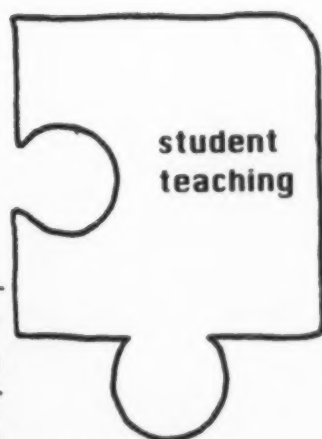
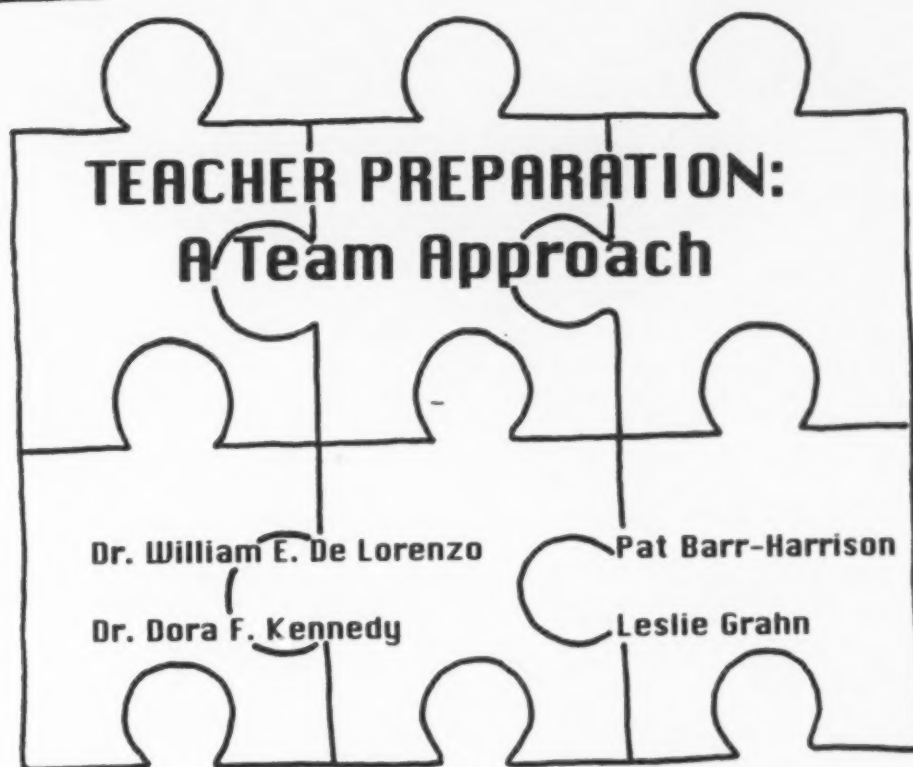
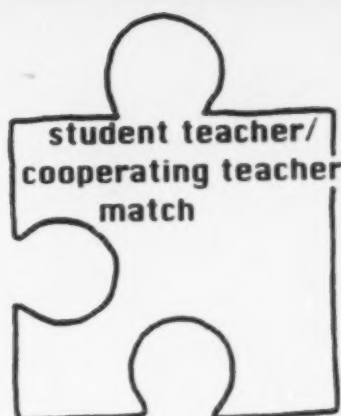
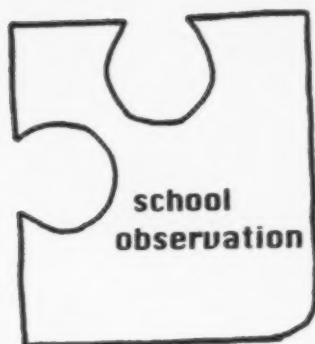
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TEACHER PREPARATION A TEAM APPROACH

Northeast Conference on Teaching Foreign Languages

New York - April 3, 1997

THE TEAM

- Dr. William De Lorenzo -- University of Maryland, College Park
College of Education
- Dr. Dora F. Kennedy -- University of Maryland, College Park
College of Education
- Pat Barr-Harrison -- Supervisor of Foreign Language and Doctoral Candidate
Prince George's County Schools, Maryland
- Leslie Grahn -- Cooperating Teacher (Middle School)
Prince George's County Schools, Maryland
- Major Susan Moreland -- US Air Force
Doctoral Candidate
University of Maryland, College Park

EXTENDED TEAM (videotape)

- Audrey Haber -- Cooperating Teacher (Spanish-Italian)
Prince George's County Schools, Maryland
- Deborah Davis -- Resource Teacher
Prince George's County Schools, Maryland
- John Velasquez -- First year teacher
Prince George's County Schools, Maryland
- Anne Hankey -- Student Teacher
University of Maryland, College Park
- Erminia Rosanova -- Student Teacher
University of Maryland, College Park

In addition to Prince George's County, our Teacher Prep Team extends to Anne Arundel, Howard, Montgomery Counties, cooperating teachers, teacher presenters to the Methods Course and Seminar, and language coordinators

Packet cover by Leslie Grahn.

TEACHER PREP MODEL

SESSION AGENDA

- I. Introduction and overview -- Dora Kennedy
- II. Teacher Ed.: Then, Now, and the 21st Century -- William De Lorenzo
- III. Video Views
- IV. Role of the Cooperating Teacher -- Leslie Grahm
- V. Expectations of a district coordinator --
What kinds of teacher candidates? -- Pat Barr-Harrison
Special Elements of Effective Teaching
- VI. Video views
- VII. Student teacher comments
- VIII. Dialogue groups -- Discussion of model
- IX. Critique and recommendations
- X. Closure - On to the 21st Century

TEACHER PREPARATION: *A Team Approach to the 21st Century*

*No man can reveal to you aught but that which already lies
half asleep in the dawning of your knowledge...*

"On Teaching" from The Prophet by Kahlil Gibran

A TRIAD

General
Liberal Arts

Knowledge
of Subject

... *Emerging Teacher* ...

Pedagogy
(Theory to Practice)

The Campus → The School → The Cooperating Teacher

6 The Learners → The Community → The Profession

THEN, NOW, AND INTO THE 21st CENTURY

OUR MODEL

William De Lorenzo

Dora F. Kennedy

Our combined, substantial number of years of teaching experience have continued to reinforce our view that the delicate balance between theory and practice as it relates to the preparation of foreign language teachers must be carefully preserved. Our experiences span foreign language classroom teaching from the elementary through post-secondary instructional levels and Adult Education classes. In addition, we bring to our students (prospective teacher candidates) experiences in school-district supervision, curriculum design and planning which include work with Sequential, FLES, Immersion, and Exploratory programs, and years of active involvement in local, regional, and national professional organizations.

In our view, a teacher candidate's potential effectiveness in the art of teaching is molded by his or her ability to read about, understand and internalize underlying theory and then, to learn how to apply that theory-base to instructional methods, techniques, the collection of instructional realia, and the creation of materials which supplement the classroom textbook. Combining all of the aforementioned ingredients in pre-service preparation with numerous opportunities to practice their emerging skills, both in the methods class and in a "real" setting, is descriptive of the teacher training model which has been put into practice in the College of Education at the University of Maryland's College Park Campus.

A basic premise of our model is that students be exposed to the very latest theories, philosophies, and techniques in our field, and that the instructors who guide the education of foreign language teacher candidates be very knowledgeable in their area of expertise. Our feeling is that since we are not currently "practicing" classroom language teachers, we perceive that our students do not view us as credibly in matters of practical application of teaching techniques as they might a classroom language teacher who is currently "in the trenches." Given this important limitation to the valuable experience that we already bring to our methods class, we concluded several years ago that the job of preparing teachers for the 21st Century should encompass a university/field-based "Team" approach rather than the typical, "singular" university one. The methods-team approach, as we view it, incorporates the best instruction that can be offered by a cadre of professionals in the field who have a degree of expertise with the many activities in which our candidates are involved throughout the methods semester and the concurrent reflective seminar.

To this end, we have created a course in which teacher candidates are not only exposed to views on sound, current pedagogical theory, but they are also exposed to the views of selected, outstanding, dedicated classroom teachers and supervisors from several school districts within the University's geographic area. Our model also involves the participation of graduates of our program who now fall into the category of both "former" student teachers, and current "first-year" teachers. Who else can present a more realistic view of what it feels like on that first day of student teaching and how to survive that first year as a novice foreign language teacher?

TEACHER PREPARATION MODEL

**University of Maryland College Park
College of Education**

**Components of the Model
University - Schools Partnership
Three Coordinated Courses**

METHODS

- Hands-on
- Multi-language
- Guided classroom observation
- Study of theory/practice
- Implementing mini-lessons
(Micro-teaching)
- Reflective journal
- Conference attendance (when possible)
- Classroom teacher presentations: the skills, assessment, cooperative learning, Standards, technology, working personal portfolio, classroom management, culture, exploratory programs

Student Teaching

- Carefully matched cooperating teachers
- Middle - high school
- Video lessons for professional portfolio

Concurrent Reflective Seminar

- Professional portfolio
- Lesson planning
- Bulletin board as teaching device
- The emergent professional

ACTIVITIES TO ATTAIN OBJECTIVES FOR EDCI 330 (FOREIGN LANGUAGE METHODS) SAMPLER

Students will take responsibility for their professional development as follows:

- Participate and maintain regular attendance at lectures, as well as participate in large and small group discussion sessions.
- Complete assignments designed to meld research-based theory with practice in the area of Second-Language Education.
- Demonstrate understanding and internalization of Foreign Language methodology through formal course-instructor assessment of student goals-attainment and lesson planning.
- Demonstrate competence in proficiency-oriented instruction where theory-based concepts and instructional materials are chosen appropriately and applied in a series of peer-teaching laboratory experiences.
- Demonstrate personal professional growth and second-language pedagogy concept attainment through the development of a "Personal Portfolio."
- Establish and utilize a campus E-mail address for instructor and peer communication throughout the year, and for gaining access to electronic bulletin boards and professional list-serves throughout the country and, when possible, internationally.
- Making maximal use of the campus electronic mail system and the various "INTERNET" resources that are available to them via computer technology.
- Review Foreign Language computer software on an on-going basis for acceptability to "proficiency-oriented" methodology and possible incorporation in their own second-language instructional setting.

STUDENT ACTIVITIES FOR EDCI 430
(STUDENT TEACHING SEMINAR)
SAMPLER

- Read Chapters on culture and testing.
- Response to the chapter-related instructor-generated questions via the assigned E-mail Reflector address: 1) What is the culture of your school? 2) How is the culture of the targeted second language taught in the classes you are observing? 3) Explain the way you intend to infuse culture in your lessons, etc.
- Complete specific, assigned, on-site "weekly" tasks: 1) Obtain a copy of the language text that you will be using and any lesson plan formats used by your clinical teacher or prescribed by your school; 2) Find out if lessons plans are turned into the office; 3) Inquire about your clinical teacher's lesson plan format; 4) Discuss with your clinical teacher how he or she uses the plan; that is, how they refer to it throughout the lesson, how they augment it (when necessary) for a particular presentation, how they adjust it to meet new time constraints, how valuable they find planning to be how long it took them to reduce planning time and still have an effective planned presentations; 5) Draw a diagram of the classroom physical arrangement in your clinical setting, etc.
- At each on-campus Seminar sessions, you are to share with the class your responses to all on-site observation tasks.
- At each on-campus Seminar session, you are to share with the class at least one positive event which involved you and your students in your clinical setting during that past week.
- Listen to and interact with guest presenters (selected, invited classroom teachers and program supervisors on selected instructional topics like: 1) Curriculum and Instruction In the Middle School; 2) Testing in the Foreign Language Classroom; 3) The African-American Learner and Foreign Languages.
- Read supplementary assignments from designated packet on topics dealing with:
1) Linguistic and Communicative Competence; 2) Culture and Language; 3) Small Group Work; 4) Authentic Materials; 5) Accuracy and Creativity; 6) Open-ended Questioning; 7) Grammar in Context; 8) Teaching Readings; 9) Composition Skills; 10) Using Games; 11) Simulations and Role-Play; 12) FL Literature; 13) Divergent Thinking; 13) Using Computers.
- Construct a complete single-day lesson plan for one of your current classes for presentation to your peers.
- Construct and photograph a "bulletin board" to be displayed in your clinical setting. Bring the photograph (with you in it) to class. Be ready to explain the purpose of the bulletin board and how you plan to use it as a teaching tool in your clinical setting.
- Videotape two of your lesson presentations -- one from your middle school experience, and one from your high school experience.
- Invite Cooperating Teachers and Teaching Center supervisors to the seminar class for an informal reception in their honor.

PRESERVICE STUDENT PORTFOLIOS

**Major Susan Moreland
University of Maryland - College Park**

The leaders in implementing portfolios into teacher education programs for variety of purposes are predominantly from the fields of literacy, mathematics, and science. This exposure to portfolios is not as evident for those preservice programs preparing future teachers to enter into the field of foreign language education.

The portfolio concept is introduced into the methods course for the purpose of eliciting the kinds of reflecting, self-assessing, and self-monitoring necessary to promote preservice students' critical examination of their thoughts and ideas about foreign language teaching. The portfolio is an ideal medium to capture changes in preservice students' thinking over the semester. As part of the product requirement, each student is tasked to write personal teaching philosophy statements. These statements are revised or updated several times during the semester -- the last revision representing the philosophies to be held by the student as he or she enters into the student teaching phase of the program.

The students in the methods course construct a "working" portfolio rather than a "teaching" portfolio. A "working" portfolio is viewed as a precursor to the "teaching" portfolio which methods students will begin to develop once enrolled in the practicum phase of their preservice program. Prior to the field component of teacher preparation, many preservice students lack the authentic context necessary for constructing a "teaching" portfolio. That is, no tangible evidence can be collected in a "teaching" portfolio as it pertains to actual classroom practice (e.g. experience of having to face thirty "real" students and having to control the class).

The ideal "teaching" portfolio project places little or no constraints on the preservice students. That is, students are allowed to: (1) freely select themes for their portfolios; (2) choose any type of artifact for placement into the portfolio; and (3) arrange the framework of the portfolio to best fit individual needs. Although the "working" portfolio provides for similar allowances, it also requires students to include specific evidence of meeting certain course objectives which they are made aware of at the beginning of the course. Furthermore, students are required to organize their portfolios around the six UMCP College of Education Knowledge Base categories; (1) Educational Goals and Assessment; (2) Learner; (3) Pedagogy; (4) Subject Matter; (5) Curriculum; and (6) Social Content.

GREAT EXPECTATIONS

Leslie M. Grahm
Cooperating Teacher
Prince George's County Schools, Maryland

The cooperating teacher/student teacher relationship is one that must solidify in a very short amount of time. Expectations must be set from the beginning and a time-frame for the achievement of goals, short-term and long-term, must be laid out. In the few weeks they have together, the cooperating teacher and student teacher must build trust and collegiality. Criticism and suggestions must be viewed in a positive and constructive way. The cooperating teacher needs to be open and willing to reveal his/her imperfections.

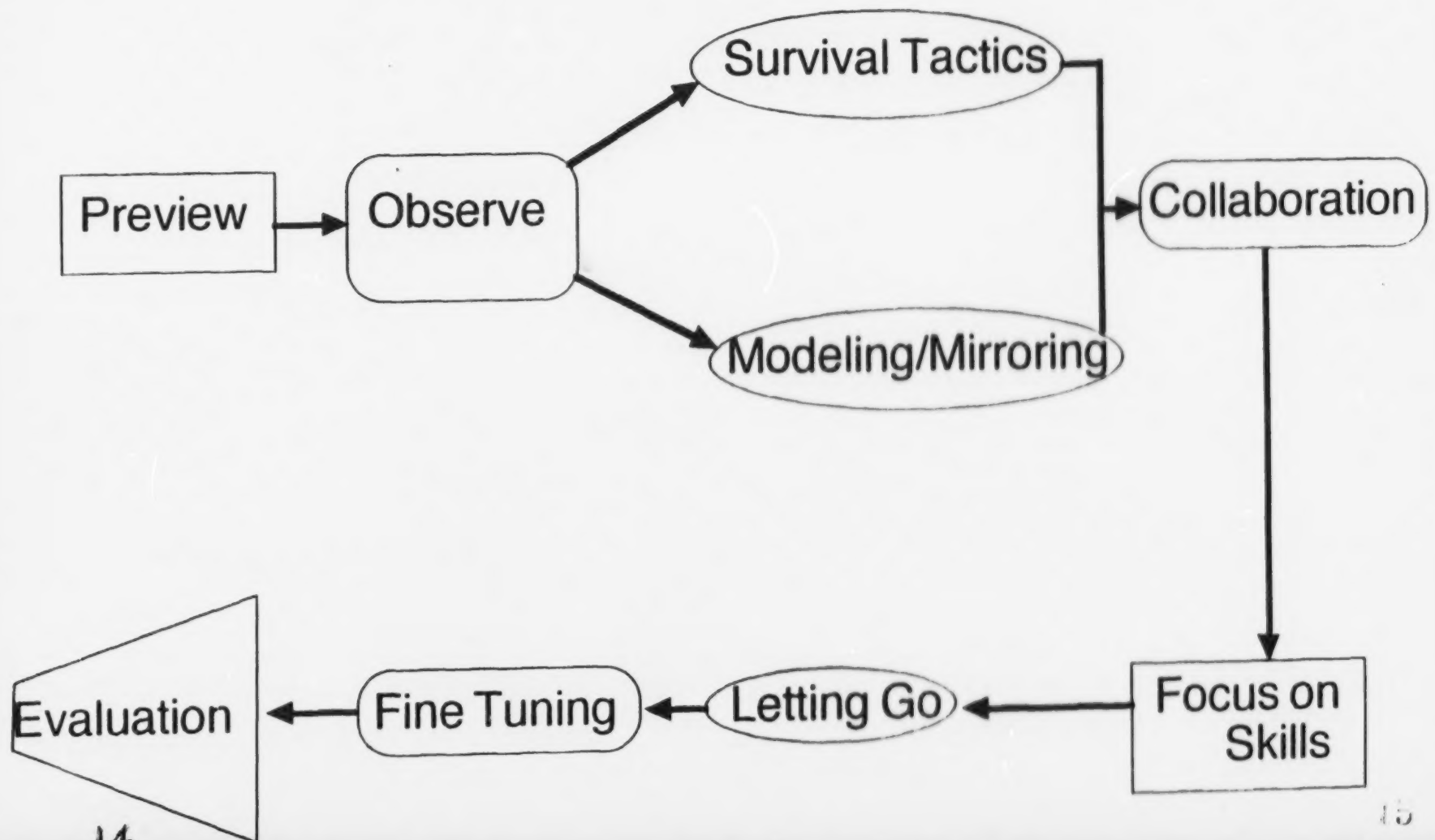
Before a student teacher can "fly solo", much effort needs to be concentrated on modeling, timing, transitions and planning. As a cooperating teacher, one must be able to take processes that are second nature and break them down step-by-step for the novice. The "how's" and the "why's" cannot remain mysteries. Opportunities must be provided for technique and style development in the areas of classroom management, lesson planning and organization. Options for handling situations should be brainstormed. There is often more than one way to accomplish the same goal.

The student teacher must be ready for challenges. Prepared with his/her academic background, the application of that knowledge to the classroom situation is often the greatest hurdle. Student teachers must be prepared to work as hard or even harder at the student teaching experience as they have in past semesters on several different courses combined.

The cooperating teacher and student teacher can both benefit greatly from the experience. Master teachers can learn much from someone with new and fresh ideas and can often use this experience as a "check-up" on their own teaching strategies. The novice teacher absorbs all of the experience and knowledge of teaching the cooperating teacher is willing to share. This mentor/mentee experience is not meant to be a give-take relationship. Both parties contribute and receive and grow as a result.

The Role of a Cooperating Teacher - A Time Line

Leslie M. Grahn, Prince Georges County, MD



SPECIAL ELEMENTS OF EFFECTIVE TEACHING

**Pat Barr-Harrison
Supervisor of Foreign Language
Prince George's County (Maryland) Public Schools
(301) 808-8265**

It is important to discuss the essentials of effective teaching; then, have student teachers go into the field to observe these elements being implemented in the classroom. The following elements are crucial if teachers are going to be successful in helping students learn. Teachers should:

- understand adolescent behavior and "school culture."
- learn strategies for developing positive interaction with students.
- organize the lesson so that students talk more than the teacher. Allow students to learn by doing... use pairing activities.
- plan and implement learner-centered activities.
- develop at least three (3) high expectations of students and allow them to add 2-3 of their own expectations on a chart. Put the chart of expectations in front of the room.
- use a variety of creative scenarios to help students speak and write about real-life situations.
- include in the lesson:
 - incentives to keep unfocused learners on task
 - large flashcards with pictures and/or vocabulary to be learned
 - pictures of sports-celebrities and entertainers; and art and other visual stimuli to encourage speaking and writing.
- Put classroom commands in the target language around the room.
- Reflect at the end of the day on what worked and why. Allow students time at the end of the period to assess what they have learned.

PROFESSIONALLY SPEAKING



Hello, Young Teachers, Wherever You Are

Joseline Castaños, Spanish Teacher, Kenmoor M.S., PG County



WOW!!! Being a first year teacher is an exciting roller coaster of emotions and experiences. One day, you are a researcher because you want to find anything and everything that can help you do your best for the kids. Another day, you are an experimenter who tries them all out.

Words on this piece of paper can't begin to describe the joys of teaching. The joy felt when kids are happy to learn something new, when they see a connection with something they knew, or when they're so much into an activity that they can't believe it's time to go to the next class.

Many times, the joy doesn't come out knowing that they learned something related to the subject area you teach. They learn from you, "a role model," how to work together; they learn to respect others and be nice, etc. These things will be helpful for life, no matter what career they choose.

It's also true that not everything is a shade of pink. There are challenges, and many. But the process of working them out and being able to succeed (sometimes in the very long run) is one of the things that makes our profession a journey rather than a destination. The important thing is to hang in there and keep trying. If working hard to overcome an obstacle means affecting a child's life positively, then give me all the obstacles there are.

I can't help remembering a story told to me as a child at school in the Dominican Republic. It was about two frogs who were having a lot of fun hopping around. One day, they fell in a pot filled with something liquid. They struggled not to drown. Tired of struggling, one said, "There's no use, I'll let myself drown," and so it did. The other kept trying and wouldn't give up. To its surprise, it

felt the liquid getting harder and harder to the point that the frog was able to jump out of the pot. The liquid (milk) had turned into cheese.

I hope you get the point. It's all about persevering. I even wrote my resignation last year, but took it back and finished a very successful year thanks to the help of many colleagues. Let's not give up on kids ever. If we do, how can we tell them the future of our planet? Actually, I not only believe they're the future; to me, they're also the present.

Whether you are just going to start to teach or you have been teaching for a while, begin this new school year with the words of Dr. Seuss in mind:

*Will you succeed?
Yes! You will, indeed!
(98 and 3/4 percent guaranteed.)*

YOU'LL MOVE MOUNTAINS!....

*Today is your day!
Your mountain is waiting!
so...get on your way!*

from: "Oh, The places you'll go!"



One of the missions of MFLA is the support and nurture of a precious commodity; the beginning teacher.

[Editor]

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ADDENDA

- How Teachers Would Change Teacher Education
- Certificates

Teacher Candidates
Cooperating Teachers

COMMENTARY

by permission
from
Education WeekHow Teachers Would Change
Teacher Education*A Survey's Results Lend Support—and a Voice—
To the National Commission's Findings*

By Diana Wyllie Rigden

When teachers talk about teacher education, their opinions are grounded in practice. They value ideas that translate directly into a better lesson and reforms that make it more likely for children to learn. Research-based theory, the preoccupation of many schools of education, is largely irrelevant to teachers, who must deal with 20 to 35 students, five or six hours a day. As a 1994 teacher education graduate explained in a recent survey, "The professional courses exposed me to many philosophies, which were valuable, but I was totally unprepared for the impact of teaching itself."

Teacher education practices and policies are in great flux as reformers seek to establish high standards for teacher preparation and eliminate what the National Commission on Teaching & America's Future described as major flaws in teacher education: 1) the inadequate length of undergraduate programs, 2) fragmentation, 3) uninspired teaching methods, 4) superficial curriculum, and 5) traditional views of schooling. In often blunt language, the teachers who responded to a survey from the Council for Basic Education put flesh on the bones of the commission's report. Asked for their advice on how to improve the quality of teacher preparation programs, some 600 teachers, including 320 who teach in high school, 141 in middle school, and 129 in elementary school, described their experiences and observations and offered recommendations for change. The great majority taught in public schools, and five out of six had taught for more than 10 years. Even so, a substantial number had earned a graduate degree in the 1990s, making their experiences quite up to date.

The frustrations expressed by these teachers arise to a great degree from their belief that schools of education should be committed to preparing teacher candidates for the practice of teaching. Teacher educators, on the other hand, see their purpose as the study of pedagogy: developing theories of teaching and learning in a rarefied world remote from the day-to-day realities of a K-12 classroom. From the teachers' perspective, this emphasis on theory over practice is not only inappropriate, it is damaging and has resulted in ineffective preparation for the classroom.

Although the teachers surveyed by the CBE offered



their recommendations for change in stronger language than reform advocates generally use, the recommendations themselves are consistent with those proposed by the national commission and other teacher education reform initiatives. While many teachers acknowledged significant changes taking place in some teacher preparation programs, their responses spotlight how unevenly these reforms are being undertaken. From their responses, teachers advocate three changes to teacher preparation:

- Require all teachers to know the content of the subjects they teach.
- Teach pedagogy in the context of academic content.
- Offer prospective teachers many and varied school-based experiences.

To make these changes happen, schools of education must shift the balance from theory to practice and emphasize school-based experiences. In short, university practices and responsibilities must be redefined and partnerships between schools of education and local school districts strengthened. The standards of accreditation for schools of education and the stan-

dards for teacher licensure should reflect these changes.

The teachers' comments suggest that schools of education must accept responsibility for teachers knowing the subjects they teach. University faculty members must establish a rigorous course of study for teacher candidates and require a B average or higher in their academic major. The university should require an exit exam that measures breadth and depth of subject-area knowledge (consistent with grade level) before graduating candidates.

Pedagogy must be taught together with academic content, but as one teacher commented, "Universities are without a clue as to how to relate content with cognitive strategies." Accomplished teachers, however, do "have a clue" as to what works in teaching. Pedagogy courses in a school of education should be developed by a team made up of discipline-based faculty members, educators, and classroom teachers. The courses should be taught during a candidate's experiences in a school, so he can see how the ideas might apply in the classroom. The team should assess at least two demonstrations of content-based teaching by each would-be teacher.

Teacher candidates can be offered rich school-based experiences only if a school of education and a local school district create a genuine partnership. Courses in learning theory and child development should be taught with school-based observation and analysis incorporated. Candidates must be in schools early and frequently. Education faculty must have clear-cut school-based responsibilities. Teachers of proven excellence should mentor student-teachers and

Continued on Page 48

Diana Wyllie Rigden is the director of the teacher education program of the Council for Basic Education in Washington.

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How Teachers Would Change Their Education

Continued from Page 64

join education faculty on their oversight committee. They should manage candidates' internships, advise education faculty members on the candidate's progress, and help design pedagogy courses. These responsibilities entitle cooperating teachers to become adjunct university faculty, a step that would make the faculty member-teacher partnership approximate one between equals.

These recommendations are based on the teachers' graduate and undergraduate experiences in teacher education and their observations of student-teachers in their classrooms. Here is what they told us:

- **Knowledge of Content.** The National Commission on Teaching & America's Future presented evidence that many teachers are teaching subjects outside their field. (See *Education Week*, Sept. 18, 1996.) It found that 56 percent of high school students taking physical science, 27 percent of those taking math, and 21 percent of those taking English have teachers not licensed in the subject. In schools with the highest minority enrollment, the report said, "students have less than a 50 percent chance of getting a science or mathematics teacher who holds a license and a degree in the field he or she teaches."

Several teachers responding to the CBE survey commented on their lack of content knowledge. "None of my undergraduate methods courses helped me to know the content of my subject

areas," said one. Another teacher pointed out that being licensed in a field does not guarantee knowing the content of that subject in any depth: "My classes touched very little on detailed content in the various subject areas I was certified to teach in."

The teachers surveyed stressed that teachers cannot teach what they do not know. "It is ludicrous to expect elementary teachers to teach science or math on one course in each of these disciplines," one remarked.

Judging from the student-teachers seen by those surveyed, many universities are careless about providing teacher candidates with strong content knowledge. "Most candidates know very little about the content of their subject," wrote one teacher. "Most are not academically serious." Another wrote, "My most recent student-teacher asked me what state Michigan was in." A third said that student-teachers in English "come with only minimum writing/reading coursework," and a fourth said that they "can't explain how to use a semicolon, don't recognize subject-verb disagreement."

- **Pedagogical Tools.** "Teach students how to teach!" was a plea made by many of the survey respondents. More than anything else, teachers cited courses in how to teach as the weakest point of their training. They found such courses so enamored of theory as to be of little practical use. They described courses as "not academically rigorous," and "repetitive make-work." Too often, they said, content courses included no pedagogy, and methods courses were divorced from classroom realities. Said one teacher: "Never in my methods [course] did we talk about how to teach someone how to read!"

Many respondents found student-teachers and new teachers unprepared for the classroom. "As a supervising teacher for numerous student-teachers," one wrote,

"I am alarmed by what I see as a lack of preparation for classroom experience. Most students are unable to prepare adequate lesson plans, unit plans, and are weak in the areas of discipline and classroom management."

"Baptism by fire," as one teacher put it, seems the prevailing approach. One teacher said he had no training in classroom management or discipline. Another saw the need for training in "areas where even veteran teachers still struggle: how to grade papers, how to engage students of varying ability levels in overcrowded classrooms, how to stay focused, how to determine what is most important to teach." A third said, "I didn't have any 'nuts and bolts' knowledge to carry into battle."

- **School-Based Experience.** Whether educators admit it or not, teaching is best learned on the job. By far the greatest number of comments had to do with improving the school-based experience of teacher candidates. Most respondents believed that student teaching for a few weeks during the senior (or fifth) year (the norm) is a mistake. "Student teaching should not be the first experience teachers have with ... the classroom," wrote one teacher. "Would-be teachers need to get into the classroom earlier—not to observe but to assist, perhaps as instructional aides."

Several teachers were impressed by the amount of time prospective teachers now spend in the public school. One told how candidates at the local university now spend a year in the classroom under mentor teachers, with good results.

According to the national commission, about 300 schools of education are creating such programs. But what is teacher preparation like in the other 900 programs? Apparently, it still leaves much to be desired. Wrote one teacher in the CBE study, "Too many enthusiastic and idealistic new teachers are eaten alive ... during their

first year. They need a yearlong intern program where they could really get the feel of the day-to-day routine while ... building up units [and learning] discipline tricks." Another urged more time for teacher candidates "with students of diverse backgrounds and skills." "Additionally," this respondent said, "they should observe teachers who use diverse methods and have different philosophies."

The commission called for "a co-



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herent program of mentoring and instruction by school and university faculty" as part of teacher education. Many teachers the CBE surveyed talked of their own experiences with "lousy" cooperating teachers and called for placing candidates with highly skilled mentors—"the best, strongest, most professional teachers," as one respondent put it. Another explained, "It does only harm to place a student-teacher with a poor teacher."

One teacher wrote of her experiences with the teacher education institution, "My university supervisor rarely visited the school," a practice noted by many others. A

supervising teacher said, "The college advisers are supposed to observe in the classroom every 10 days. In general, they show up about once a month for an hour each visit."

Too often cooperating teachers feel that their work with candidates is not valued or is even ignored. One recounted how "a student-teacher who was clearly unqualified was failed by his supervising teacher but passed by the teacher education program." The relationship between most universities and school districts clearly needs complete redesign.

At present, the teachers' perspective is missing from discussions of teacher education, and their limited involvement has been badly mismanaged. For teacher preparation programs to become effective avenues in the classroom, they must be redesigned to combine the strengths of the arts and sciences with education, and practicing teachers must be made full partners in training teachers. ■

The Council for Basic Education mailed surveys in the fall of 1995 to 1,650 teachers, most of them award winners. Participants had received fellowships, state and national teacher-of-the-year awards, the Sallie Mae First Class Teacher Award, and the Presidential Award for Excellence in Science and Mathematics Teaching. Those certified by the National Board for Professional Teaching Standards also were contacted. In this article, and the forthcoming *Perspective* article from which it is adapted, comments were included from returned surveys that reflected experiences in the 1990s, whether of a teacher's own education or his work with or observation of student-teachers and other prospective teachers. Copies of *Perspective* are available from the CBE for \$5 each. For ordering information, call (302) 347-4171.

CONGRATULATIONS!



GO FORTH AND MAKE A DIFFERENCE!

23 William Ede Lorenzo
Associate Professor and Course Instructor

Marie F. Kennedy
Affiliate Professor and Co-Instructor

CERTIFICATE OF APPRECIATION

AWARDED TO
MS. JANE DOE

IN RECOGNITION OF HER VALUABLE CONTRIBUTIONS TO THE TEACHER-
TRAINING PROGRAM IN SECOND-LANGUAGE EDUCATION (FLED/TESOL) AT
THE UNIVERSITY OF MARYLAND, COLLEGE PARK CAMPUS

PRESENTED BY

DR. WILLIAM E. DE LORENZO
and
DR. DORA F. KENNEDY

Signature: _____
William E. De Lorenzo, Ph.D.

Date: _____

Signature: _____
Dora F. Kennedy, Ph.D.

Date: _____

NOTES

List the most positive aspects of the model.

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List what should be modified.

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In the spirit of Christa McAuliffe:

We also touch the future — we teach future teachers!